DOCUMENT RESUME

ED 113 003 JC 750 557

AUTHOR Trufant, John E.; And Others
TITLE A Profile of First-Time Students at Virginia Community Colleges, 1973-74.
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE May 75
NOTE 33p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Age; *Aspiration; Career Choice; College Choice; Educational Objectives; Females; High School Curriculum; *Junior Colleges; Males; Marital Status; Parental Background; Race; *Socioeconomic Background; *Student Characteristics; Student Transportation

ABSTRACT

During 1973-74, information was collected from nearly 30,000 first-time students at Virginia's 23 community colleges, using the student data form which is appended. The findings were processed by computer, and are organized into five parts: (1) demographic characteristics, including sex, race, age, marital status, home area, and distance from home to college; (2) academic characteristics, in terms of high school curriculum and class standing; (3) socioeconomic background, including parents' education, occupation, and income, and students' income; (4) educational and occupational goals; (5) means of transportation to college. The population included higher percentages of older students, married students, veterans, and military personnel than in national norm group populations. Most new students had been in a general or college preparatory curriculum during high school. Although high school class standing did not prove a reliable indicator of general program choice, many students' career and academic choices and goals seemed to reflect their parents' socioeconomic background. The narrative is accompanied by frequent tabulations, and a more detailed breakdown of the data by sex, race, program area, and full or part-time status is appended. (NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112003

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PROFILE OF FIRST-TIME STUDENTS AT VIRGINIA COMMUNITY COLLEGES 1973-74

by

John E. Trufant
Coordinator, Research and Evaluation

Sarah J. Kelly
Research Associate

Fred A. Snyder
Director, Research and Planning

Virginia Department of Community Colleges

May, 1975

JC 750 557

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
INTRODUCTION	1
FINDINGS	1
Demographic Characteristics	1
Academic Characteristics	5
Socioeconomic Background	6
Goals	11
Transportation	14
DISCUSSION	15
APPENDIX A: STUDENT DATA FORM	16
APPENDIX B: TABLES	18

LIST OF TABLES

Table		Page
1	Sex and Racial Characteristics of First-Time Students	19
2	Age of First-Time Students	19
3	Marital Status of First-Time Students	20
4	Military Status of First-Time Men Students	20
5	Home Area of First-Time Students	21
6	Distance From Home to College	21
7	High School Curriculum of First-Time Students	22
8	High School Class Standing of First-Time Students	22
9	Parents' Education	23
10	Parents' Occupation	24
11	Parents' Income (For Single Students and Those Under 25 Years of Age)	25
12	Median Incomes by Community College, 1973-74	26
13	Students' Income (For Married Students and Single Students Over 25 Years of Age)	27
14	Major Goal at Community College	28
15	Chance of Achieving Goal	28
16	Degree Level Desired	29

INTRODUCTION

This report is the first comprehensive description of new enrollees in the Virginia Community College System (VCCS). During 1973-74, information was collected from nearly 30,000 first-time students, using a Student Data Form (Appendix A) and the student "J" card. Responses to the Data Form and the "J" card were processed by computer, and data summaries for each of the 23 colleges and for the VCCS were made available in June, 1974. The present report is based primarily on the overall summaries of the VCCS data.

Collecting information about students and developing analyses and reports are of increasing value for the management of the VCCS, and accordingly, have been authorized by Dr. Dana B. Hamel, Chancellor.

This Profile describes the 1973-74 first-time students at Virginia's community colleges in terms of demographic and academic characteristics, socioeconomic backgrounds, educational and occupational goals, distance from college, and means of transportation to college. In addition, certain characteristics of VCCS full-time students are compared with those of full-time students from two-year and four-year public colleges nationwide.[1] The reader is cautioned not to assume that the ACE data are representative of all community college students across the country.

FINDINGS

The findings are organized into five parts: (1) demographic characteristics, (2) academic characteristics, (3) socioeconomic background, (4) goals, and (5) transportation. The narrative is accompanied by frequent tabulations, and more detailed information is contained in the tables located in Appendix B. The report concludes with a brief discussion.

Demographic Characteristics

Demographic characteristics commonly provide the most basic data in a student information system. In this report the following demographic characteristics of new VCCS enrollees are presented: sex, race, age, marital status, home area, and distance from home to college.

---

[1]Comparisons with two-year college norms must be viewed with some caution. One difference between Virginia's community colleges and the norm group colleges is that Virginia's colleges have a much greater orientation toward occupational-technical education than do most two-year colleges.

Sex

Slightly more than half of new VCCS enrollees during 1973-74 were men (Table 1). For black enrollees, the reverse was true, and the women outnumbered the men. There were higher percentages of men than women in occupational-technical, transfer and developmental programs, but more women than men were unclassified.[2] Men comprised the majority of full-time students, whereas women made up slightly over half of the part-time students.

Race

Full-time enrollees in Virginia community colleges were compared with national norm groups of first-time students in two- and four-year public colleges nationwide.[3] Although the total percentages of minority students varied little, Virginia community colleges enrolled proportionally more black students than did either two- or four-year public colleges across the nation, as seen in the following tabulation. This difference may be partially due to the larger number of black residents in Virginia.

		ACE Norms	
Race	VCCS	2-Year Colleges	4-Year Colleges
White	85%	85%	87%
Black	12	8	11
Other[4]	3	7	4

The racial composition of the first-time student group was 85 percent white; 15 percent were minority students (Table 1). Proportionally more black than white students were in occupational-technical and developmental programs, while higher percentages of whites were in transfer programs. White students were more frequently unclassified and part-time than were black students.

---

[2]Unclassified student - a student who has not been formally admitted to an occupational-technical or transfer program and who cannot be classified by freshmen or sophomore level.

[3]Comparisons have been drawn from the following reference: Astin, Alexander W., King, Margo R., Light, John M., and Richardson, Gerald T., The American Freshman: National Norms for Fall 1973, American Council on Education, University of California at Los Angeles, 1973.

[4]Other races include Oriental, Spanish-surname, American-Indian, and others.

Age

New enrollees represented a wide range of ages from under 18 to over 70 years. The median age of the first-time students was 21.7 years (Table 2). Men and women had nearly the same median age, but black students were more than two years older than white students. As expected, among curricular groups, transfer students were the youngest group (18.4 years), and unclassified students were the oldest group (24.1 years).

These data must be interpreted carefully, since many part-time students, who are generally older than full-time students, did not return Student Data Forms. Age characteristics reported here are therefore biased toward the younger age groupings. Figure 1 illustrates the distribution of ages of new students based on available information.

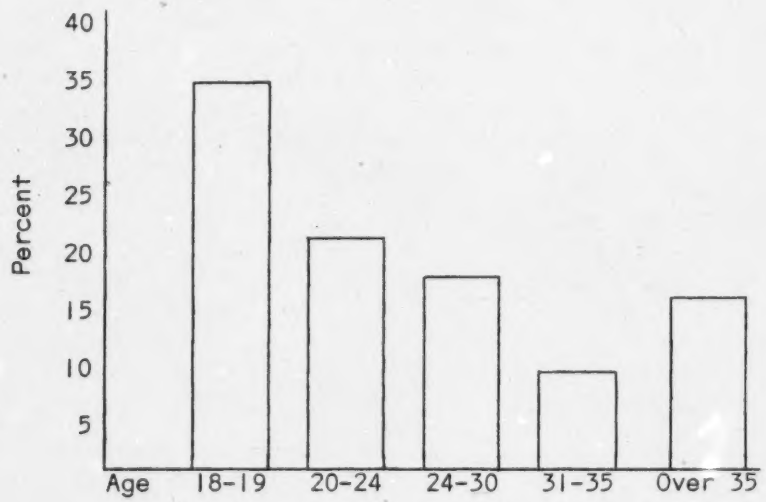

Figure 1
Age Distribution of New Enrollees

The ages of only full-time enrollees at Virginia community colleges are compared in the following tabulation with those in ACE norm groups for first-time students in two-year and four-year public colleges.

Age By December 31, 1973	VCCS	ACE Norms 2-Year Colleges	ACE Norms 4-Year Colleges
17 or younger	2%	4%	5%
18	36	68	79
19	22	17	14
20-22	16	6	2
23-25	9	2	-
26 or older	15	3	-

While 98 percent of full-time enrollees in four-year public colleges and 89 percent of those in two-year public colleges were 19 years old or younger, 60 percent of Virginia community college enrollees were in this age category. Fifteen percent of the Virginia students were over 25, compared with three percent of two-year students nationwide. It is apparent that Virginia community colleges are serving a substantially different full-time student age population from many public colleges, both two-year and four-year, throughout the nation. While the young are well represented among newly enrolled full-time students at Virginia community colleges, the range of ages is broad, and older adults form a significant part of this group. It is important to remember that part-time students who were not included in this comparison, comprise 62 percent of the Virginia community college student population.

Marital Status

Married students comprised 41 percent of new enrollees in Virginia community colleges in 1973-74 (Table 3). Fifty-four percent of the students were single, and five percent reported "other". Black students tended to be single proportionally more than did white students. Part-time students, as expected, were much more likely to be married than full-time students. The following tabulation presents marital status by curricular group:

Curricular Group	Percent Married
Occupational-Technical	27%
Transfer	20
Developmental	26
Unclassified	50

Transfer students, the youngest group, were the least likely to be married; and unclassified students, the oldest group, were most likely to be married.

When the marital status of full-time VCCS students and ACE national norm groups was compared, the differences were striking. While 19 percent of the Virginia enrollees were married, the nationwide norms showed four percent among two-year public college students and one percent among four-year public college students. It is important to remember that Virginia community colleges enroll many older students who are more likely to be married than are students in the norm groups.

Military Status

Of the new male enrollees, 42 percent had military experience (Table 4). Twenty-seven percent of the men were veterans with GI benefits; six percent were veterans with no GI benefits. Proportionally more unclassified students than enrollees in specific programs were on active duty. Full-time students were less likely to be veterans

or to be on active duty than were part-time students. The percentage of developmental students receiving GI benefits was twice that of transfer students. Proportionally more black than white enrollees had GI benefits.

Military status of full-time VCCS enrollees is compared with that of ACE national norm groups:

		Veteran	
		ACE Norms	
Response	VCCS	2-Year Colleges	4-Year Colleges
Yes	26	6	1
No	74	94	99

The percentage of veterans in Virginia community colleges was considerably above national norms for both two-year and four-year public colleges. Virginia community colleges are apparently serving veterans and military personnel to a far greater extent than are most public colleges in the nation.

Home Area

Nearly half of all respondents came from suburbs and small towns (Table 5). Proportionally more women than men lived in towns and suburbs. Whites were more likely to come from suburban areas than from cities with populations over 25,000, whereas blacks and other minorities more often lived in urban than suburban areas. Proportionally more part-time than full-time students lived in urban areas.

Distance from Home to College

The majority of first-time enrollees lived within ten miles of the community colleges they were attending (Table 6). Women enrollees tended to live closer to the colleges than did men. On the whole, white enrollees lived further from the campuses than did minority enrollees. Proportionally more part-time than full-time students lived within ten miles of the colleges. Distance to the college is probably a more important factor in college attendance for part-time students than for full-time students.

Academic Characteristics

Academic characteristics of new enrollees are described in terms of high school curriculum and class standing.

High School Curriculum

The large majority of new students had been in a general or college preparatory curriculum during high school (Table 7). Women predominated in college preparatory curricula, while men predominated in general curricula. Ten percent of the men received the GED compared to four percent of the women, but the percentage of women in vocational curricula was nearly twice that of men. Blacks were less frequently in college preparatory and general curricula and more often in vocational curricula than were whites. Sixty percent of the transfer students were in college preparatory curricula, and most of the remainder were in general curricula. Developmental students were most often in general curricula during high school.

High School Class Standing

New enrollees were asked to report their high school class standing. In all likelihood, many students tended to overestimate their standing, which resulted in a bias toward higher standings than were actually true. More than eight of ten new enrollees reported themselves to be in the upper half of their high school class (Table 8). The percentage of men in the lower half of their high school class was twice that of women, whereas ten percent more women than men reported being in the top ten percent of their class. Unclassified enrollees were more frequently in the top ten percent of their class than were students in specific programs, as shown in the following tabulation:

Program of Study	Top Ten Percent	Upper Half	Lower Half
Unclassified	17%	83%	17%
Transfer	14	84	16
Occupational-Technical	10	83	17
Developmental	4	65	35

As expected, developmental students were more often in the lower half of their class than any other group. Proportionally more part-time than full-time students were in the top ten percent of their class.

It is noteworthy that very little difference in class standing was reported by those students entering transfer and occupational-technical programs. Although more information is needed to draw a firm conclusion, it appears that factors other than high school class standing determine general program choice in the community college.

Socioeconomic Background

The following aspects of socioeconomic background are described in this section: parents' education, parents' occupation, parents' income, and students' income.

Parents' Education

Figure 2 illustrates the educational levels of the parents of new enrollees. More than one-third of the parents had not graduated from high school; one-third were high school graduates; and fewer than a third had attended college or held baccalaureate or higher degrees (Table 9).

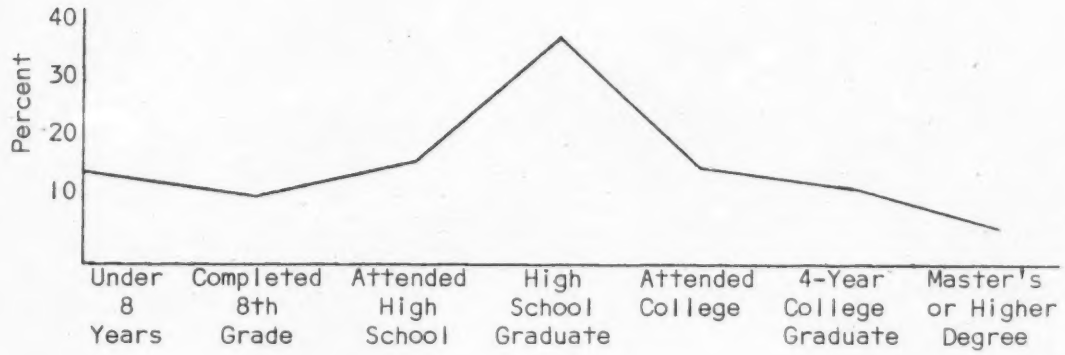

Figure 2
Parents' Educational Levels

Differences between the educational levels of fathers and mothers can be seen in Figure 3. Fathers were less well educated at the lower educational levels, but more fathers had bachelor's or graduate degrees. A considerably larger proportion of mothers had graduated from high school.

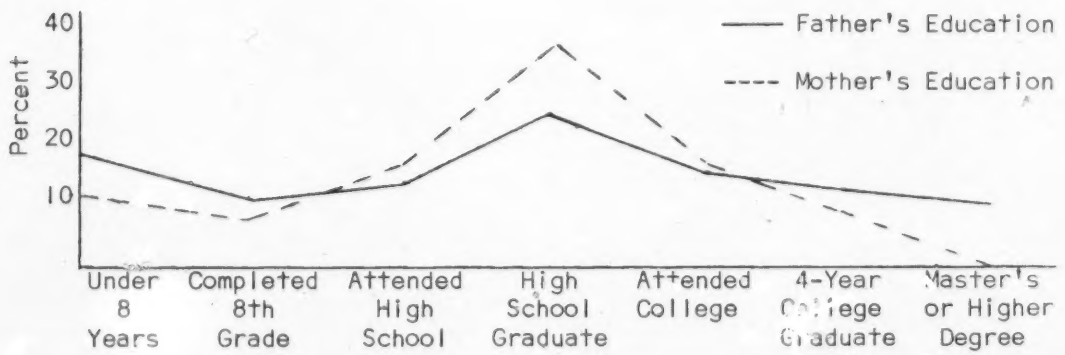

Figure 3
Educational Levels of Fathers and Mothers

The educational levels of fathers of white and minority students are contrasted in Figure 4. The fathers of white students were likely to have more years of formal education than the fathers of minority students. Twice as many fathers of minority students had educational

levels under the eighth grade as did fathers of white students. If educational level of parents is a motivating factor in college attendance, as has been suggested, it seems apparent that a large group of students, both minority and white, are overcoming this factor.

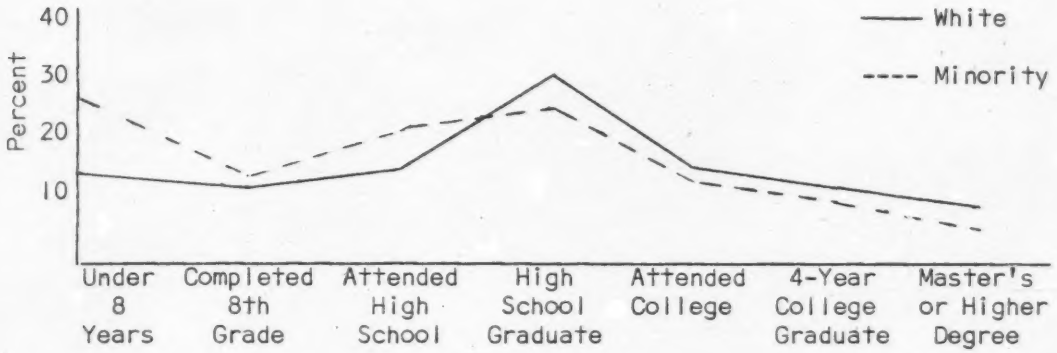

Figure 4
Father's Education Level By Race

Full-time enrollees were compared with ACE norm groups in terms of father's education. The following tabulation compares VCCS first-time students with those in two-year and four-year colleges throughout the nation:

		ACE Norms	
Father's Education	VCCS	2-Year Colleges	4-Year Colleges
8th Grade or Less	23%	10%	7%
Attended High School	15	19	14
High School Graduate	27	35	27
Attended College	15	17	21
4-Year Graduate	12	12	17
Graduate School	8	7	14

Father's of VCCS students were generally less well educated than those of the norm groups. The four-year college norm group had by far the highest percentages of fathers who had attended college or graduated from college and graduate school, and the lowest percentage with an eighth grade education or less. Virginia community colleges, as compared with other public colleges, are attracting larger proportions of students who have no precedent of higher education in their families.

Parents' Occupation

Fathers of first-time students were nearly equally divided between white-collar and blue-collar occupations (Table 10).[5] More than half of the white students' fathers had white-collar jobs compared to about one in five for black fathers. Men enrollees' fathers were somewhat more often in blue-collar occupations than were women enrollees' fathers. The following tabulation shows percentages of fathers in blue-collar and white-collar occupations for students in specific program areas and unclassified students:

Occupation	O-T	Transfer	Developmental	Unclassified
White-Collar	42%	54%	43%	52%
Blue-Collar	55	43	52	45
Unemployed or Unknown	3	3	5	3

Many more transfer than occupational-technical students had fathers who were employed in white-collar positions. Fathers of full-time students were somewhat more frequently in white-collar positions than fathers of part-time students. These data seem to indicate that the educational goals of students are influenced by the occupational background of fathers, particularly occupational-technical and transfer goals.

Parents' Income

VCCS students who were under 25 years of age and single were asked to report their parents' current incomes. The median parental income was $12,937. Almost 30 percent of the reported incomes were below $9,000, and about the same amount were above $18,000 (Table 11).

The parents of the male enrollees had reported incomes higher than parents of female enrollees, $13,341 compared to the females' $12,404 respectively, a difference of more than seven percent.

Large income differences were reported between the parents of white and black students. White parents had a median income of $13,758, compared to the median income of black parents of $6,582. The median parental income for other minorities was $12,861. Figure 5 illustrates the distributions of incomes by white and black parents. White parents were much less likely to have lower incomes and much more likely to have higher incomes.

---

[5] White-collar occupations include professional, proprietor, managerial, clerical, and sales. Blue-collar occupations include semi-professional, technical, skilled, semi-skilled, and unskilled.

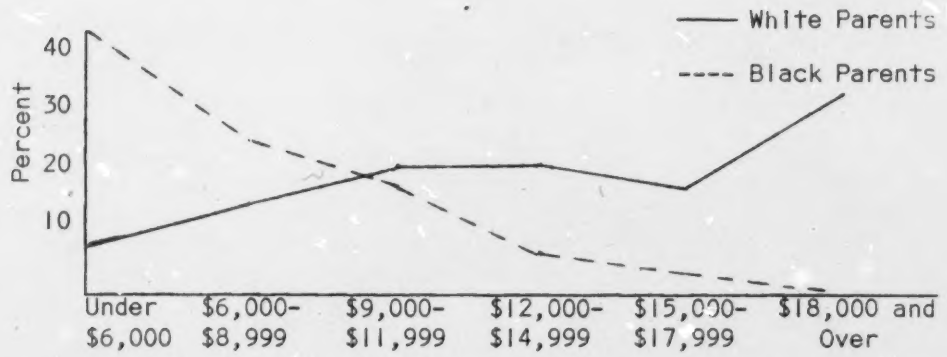

Figure 5
Incomes of Parents of White and Black Students

Median parental income by program of study is shown in the following tabulation:

Program of Study	Median Income
Unclassified	$14,616
Transfer	12,885
Developmental	11,621
Occupational-Technical	11,148

Parents of students in occupational-technical programs had the lowest median income, whereas parents of unclassified students had the highest. Parents of part-time students had a higher median income than parents of full-time students.

There were wide variations in the median parental incomes among individual community colleges (Table 12). Northern Virginia had the highest median income ($18,185). The next highest was at Tidewater, where the median was nearly $5,000 below Northern Virginia's. The median parental income at Mountain Empire was the lowest ($7,657). By excluding Northern Virginia from the statewide median, the more representative median income of $11,326 was calculated. Because of the wide range of parental incomes among colleges, generalizations to the entire system from these data must be made very cautiously.

The median parental income for full-time VCCS students (excluding NVCC) was below the ACE norm group in both two-year and four-year colleges, as shown in the following tabulation:

Group	Median Income
VCCS	$10,941
2-Year College Norm	12,193
4-Year College Norm	14,154

Students' Income

Students who were over 25 years old or married were asked to report their income if single or combined incomes if married (Table 13). The median income for this group was $12,020. Variations in student income across colleges were not as great as for parental income. Ten percent of the students had incomes under $6,000, but twice that many reported incomes of $18,000 or more. Men reported higher incomes than women.

The median income for white students was about $2,700 higher than for black students. It is noteworthy that the median income of black students was nearly one-third higher than the median income of the parents of black students. Part-time students had a higher median income than full-time students, as expected.

Student income varied with program of study, as shown in the following tabulation:

Program of Study	Median Income
Unclassified	$12,745
Transfer	10,258
Occupational-Technical	9,977
Developmental	9,463

Goals

New enrollees were asked to cite their major goals for community college study, the degree level sought, and the rank choices of the community college attended.

Major Goal at Community College

New students were asked to indicate from a list of goals their major reason for attending a community college (Table 14). The following tabulation presents the choices which were offered and the percentage of respondents who checked each one:

Goals	Percentage
Occupational Goals	
Preparation for a Specific Job	16%
Preparation for a Career Field	24
General Preparation for Employment	4
Transfer Goals	26
General Personal Goals	
General Knowledge and Education	20
Personal Satisfaction	7
Other	3
Total	100

Occupational goals were selected by more than two of every five students. Preparation for a career field was indicated much more than preparation for a specific job. Very few students were attending college for general preparation for employment.

About one in four new enrollees had plans to transfer to a 4-year college. Three in ten wanted to increase general knowledge and education, to achieve personal satisfaction, or to meet other goals.

Men and women were well represented in all of the goal areas, although men were considerably more likely to select transfer goals while women were more likely to select goals of personal satisfaction and career preparation.

Black students chose goals oriented more toward occupations while white students tended more toward transfer and general personal goals.

The following tabulation presents educational and occupational goals by program of study:

Program	Occupational Goals	Transfer Goals	General Personal Goals
Occupational-Technical	78%	10%	12%
Transfer	16	73	11
Developmental	47	41	12
Unclassified	39	20	41

The choices indicated by occupational-technical and transfer students were as expected. Developmental students' choices were divided between occupational and transfer goals. About four in ten of the unclassified students indicated general personal goals as their major reason for attending the community college, whereas less than two percent of students in specific programs cited that goal. Full-time students were almost equally divided between occupational and educational goals; part-time students tended to choose educational goals.

New enrollees were asked to rate their chances of achieving their goal on a scale from very high to very low. Nearly nine of ten students rated their chances very high or high (Table 15). The remainder rated their chances about half. It is noteworthy that almost no new students rated their chances low or very low.

Among different groups, several interesting variations were found. Men tended to rate their chances very high more than women did. Many more whites than blacks rated their chances of goal achievement very high; proportionally more blacks, on the other hand, were likely to rate their chances about half. Part-time students more frequently than full-time students thought their chances very high.

The need for followup studies is emphasized by these findings. It is especially important for instructional and program planning at community colleges to know what happens to students as they progress through the college or as they discontinue their college attendance.

Degree Level Desired

New enrollees were asked to check the degree level they hoped to complete. The tabulation which follows lists the degree choices offered and the percentage of students indicating each one:

Degree Level Desired	Percentage
None	20%
Certificate	12
Diploma	7
AAS	19
AA or AS	8
Bachelor's Degree	22
Beyond 4-Year Degree	12
Total	100

One in five students had no degree aspirations, and most of these were part-time students. About one in three had plans to earn an occupational-technical award with half of these indicating an AAS degree. Eight percent of the new enrollees chose the AA or AS, which would indicate that this group planned not to go on to a bachelor's program, since they could also have made that choice. The remaining 34 percent had plans to earn a bachelor's degree or beyond.

Women were much more likely to have no degree aspirations, whereas men were more likely to want bachelor's degrees or beyond (Table 16). White students checked no degree more often than black students on a proportional basis. Black students were more interested than white students in earning community college awards, whereas white students were more likely to have aspirations toward bachelor's degrees or beyond.

Degree level desired varied greatly with program of study, as would be expected. Eight of ten occupational-technical students sought community college awards, especially the AAS degree. Seven of ten transfer students desired bachelor's degrees or beyond, as did four of ten developmental students. Three of ten unclassified students sought no degree, while the same proportion desired the bachelor's degree or beyond.

There were a number of differences in the degree level desired by full-time and part-time students. Thirty percent of the part-time students indicated that they had no degree aspirations. Thirteen percent more full-time than part-time students desired a community college award, and the same number desired bachelor's degrees or beyond.

The following tabulation compares only full-time VCCS enrollees with the ACE norm group from two-year public colleges on the question of degree level sought:

Degree Level Sought	VCCS	ACE Norm 2-Year Colleges
None	4	6
Associate (or Equiv.)	54	15
Bachelor's or beyond	42	79

The percentage of full-time students desiring no degree varied only slightly between the VCCS and the norm group. However, 54 percent of Virginia's students planned to earn an associate degree or its equivalent, compared to 15 percent of the nationwide norm group. Those planning to earn the bachelor's degree or beyond was 42 percent in the VCCS compared to 79 percent nationwide. It appears that Virginia's community college students are considerably less oriented toward a bachelor's education than most students at two-year colleges and much more interested in occupational-technical programs.

College Choice

More than eight of ten new enrollees indicated that the community college they were attending was their first choice. Proportionally more whites than blacks were attending first-choice colleges, as were more women than men.

Transportation

New students were asked to indicate the type of transportation used in commuting to the colleges, as well as the availability and importance of public transportation.

Nearly nine of ten community college students used a personal or family car for transportation to the college; this finding varied little by sex or program of study. More white than black enrollees used personal cars, as did more part-time than full-time students. First-time black students used both car pools and public transportation more frequently than did white enrollees. About one in five respondents reported that public transportation to the community college was available. Proportionally twice as many blacks as whites had access to public transportation. Only 14 percent of all respondents considered public transportation important. This percentage was higher among full-time students and black students.

DISCUSSION

The Virginia Community College System appears to be serving a somewhat different population from many two- and four-year public colleges. The VCCS population included higher percentages of older students, married students, veterans, and military personnel than the norm group populations. It seems that open admissions, low tuition, and regional college locations have attracted a wide spectrum of Virginia residents to the community colleges.

Degree aspirations of new enrollees may not always be realistic. Four of ten developmental students aspired to earn bachelor's or graduate degrees. This percentage is higher than for any other group except transfer students. Since developmental students do not yet qualify for admission to either an occupational-technical or a transfer program, their aspirations seem unrealistically high. More than eight of ten enrollees thought their chance of achieving the desired awards were very high or high. Interpretation of these findings will be most meaningful after sufficient time has elapsed to follow-up on these students in order to discern how realistic these aspirations were. On the whole, full-time VCCS students have notably different degree aspirations from students in the two-year public college norm group. VCCS students were more inclined to have occupational-technical aspirations whereas the two-year public college norm group were much more likely to desire bachelor's degrees or beyond. Although no comparisons are available, it is interesting that 30 percent of the part-time VCCS students had no degree aspirations.

Although community colleges provide opportunities for changing life patterns, many students' choices seem to reflect their parents' socioeconomic background. Transfer students, more than any other group, had fathers who were college graduates and professionals. Blacks were more frequently in occupational-technical and developmental programs than whites, who were more often in transfer programs. In stating their major goals at the community colleges, whites tended to choose transfer and general personal goals, while blacks more often stated occupational goals. There were proportionally more white than black enrollees at both extremes of award expectations; whites were more likely to desire no award or to aspire to the bachelor's degree and beyond, while blacks more often sought occupational awards. Black enrollees tended to choose shorter programs on a full-time basis, which would enable them to enter the job market more quickly. White students, especially those whose fathers were professionals or college graduates, tended to have less specific goals or to go the more traditional college route. These findings may point to a need for more education about careers so that students from all backgrounds may consider the full range of opportunities offered at community colleges.

It is highly encouraging to note that Virginia community colleges have a more diverse population than most two-year public colleges. This finding implies that community colleges in Virginia are indeed serving a wide cross-section rather than simply attracting those segments of the population that usually fill college rosters.

APPENDIX A

VIRGINIA COMMUNITY COLLEGE SYSTEM
1973-74 Student Data Form

To the Student:

You are asked to answer a number of questions about your background and reasons for attending college. Your personal responses will be treated as confidential, and will not be released to the public. The questions are very simple ones, and you should finish in about five minutes.

1. Name (Please Print) _____
(Last) (First) (Middle)

2. Mailing Address _____
(Number) (Street) (City or Town) (State) (Zip Code)

3. Social Security Number ___-___-___

4. Year of Birth 19___

ANSWER EACH QUESTION BY WRITING THE APPROPRIATE NUMBER IN THE BLANK SPACE. SHOW ONLY ONE ANSWER FOR EACH QUESTION.

___5. Marital Status.

1 Single or engaged
2 Married
3 Other

___6. Military Status.

1 Veteran, with GI benefits
2 Veteran, without GI benefits
3 On active duty
4 Non-veteran

___7. High school curriculum completed.

1 General
2 Vocational
3 College Prep or Academic
4 GED
5 None

___8. Class standing in high school. (Answer only if you graduated during the past two years).

1 Top 10 percent
2 Top 25 percent
3 Upper half
4 Lower half

9. Show the highest educational level completed by each of your parents.

___(a) Father
___(b) Mother

1 Under 8 years
2 Completed 8th grade
3 Attended high school
4 High school graduate
5 Attended college
6 Four-year college graduate
7 Master's or higher degree

10. Show the type of work for each of your parents in parts (a) and (b). If they are retired or deceased, refer to their former jobs. Complete part (c) to show your own employment status only if you are a part-time student.

___(a) Father

___(b) Mother

___(c) Yourself

1 Clerical and Sales - bank teller, salesman, office or sales clerk, etc.
2 Managerial or Office - sales or office manager, bank officer, purchasing agent, etc.
3 Professional - CPA, dentist, engineer, teacher, military officer, etc.
4 Proprietor or Owner - owner of farm or small business in which only family members are employed.
5 Proprietor or Owner - owner of farm or larger business in which persons other than family members are also employed.
6 Semi-professional and Technical - engineering technician, dental technician, practical nurse, surveyor, etc.
7 Semi-skilled worker - machine operator, assembler, bus driver, meat cutter, etc.
8 Service worker - barber, policeman, waiter, fireman, etc.
9 Skilled worker or Foreman - baker, carpenter, electrician, foreman, etc.
10 Unskilled worker - laborer, gas station attendant, farm worker, etc.
11 Housewife or Homemaker
12 Unemployed
13 Unknown

(turn to other side)

11. Please estimate your family's total annual income (before taxes), using the list below. Complete either part (a) or part (b). (This information will be used only for educational research and will not be linked to your personal identity).

___(a) If you are single and under age 25, indicate your parents' combined annual income.

___(b) If you are married or age 25 or above, indicate the combined income of you and your wife or husband, or your income, if single.

1	Up to 2,999	5	$9,000 - 11,999
2	$3,000 - 5,999	6	$12,000 - 14,999
3	$6,000 - 7,499	7	$15,000 - 17,999
4	$7,500 - 8,999	8	$18,000 or over

___12. Which of the following best describes your home area?

1 City of 100,000 or more people
2 City of 25,000 to 100,000
3 City or town of 2,500 to 25,000 (not a suburban area of a city)
4 Suburban area
5 Farm or village of less than 2,500 people

___13. How far is the college from where you live?

1	Up to 2 miles	4	11-20 miles
2	2-5 miles	5	21-30 miles
3	6-10 miles	6	Over 30 miles

___14. Your major goal for attending this college. Show only one answer.

1 Prepare for a specific job or skill
2 Prepare for employment in a specific career field
3 General preparation for employment
4 Prepare for transfer to a four-year college
5 Increase my general knowledge and level of education
6 For personal satisfaction
7 Other (specify)_____

___15. Rate your chances of achieving the major goal you noted in question 14.

1	Very High	4	Low
2	High	5	Very Low
3	About Half		

___16. Level of degree you hope to complete.

1 No degree aspiration
2 Certificate
3 Diploma
4 Associate in Applied Science
5 Associate in Arts or Associate in Science
6 Bachelor's Degree
7 Graduate degree (beyond 4-year degree)

___17. Rate your chances of earning the degree level as noted in question 16. If you do not have a degree aspiration, do not respond to this question.

1 Very High
2 High
3 About Half
4 Low
5 Very Low

___18. Enrollment at this college was my:

1 First choice
2 Second choice
3 Third or other choice

___19. Type of transportation to and from the college you plan to use. Show only one answer.

1 Personal or family car
2 Public bus transportation
3 Ride with other students
4 Undecided

___20. Is public bus transportation available for your use from home to the college?

1 Yes
2 No

___21. Is it important to you that bus transportation be available for commuting to the college?

1 Yes
2 No

THANK YOU FOR YOUR ASSISTANCE

APPENDIX B

TABLES

Table 1

Sex and Racial Characteristics of First-Time Students

		SEX		RACE		
	N	Male	Female	White	Black	Other
All Respondents	29,916	53%	47%	85%	12%	3%
White	25,470	53	47			
Black	3,460	48	52			
Other	986	58	42			
Occupational-Tech.	5,361	57	43	84	14	2
Transfer	3,400	58	42	91	7	2
Developmental	2,332	64	36	72	23	5
Unclassified	18,823	49	51	86	10	4
Full-Time	11,465	61	39	84	13	3
Part-Time	18,451	48	52	86	11	3

Table 2

Age of First-Time Students

	Median Age in Years	
Group	Male	Female
All Respondents	21.82	21.57
White	21.46	21.59
Black	23.24	20.81
Other	23.39	23.38
Occupational-Tech.	19.16	18.25
Transfer	18.66	18.12
Developmental	19.06	18.53
Unclassified	23.97	24.29
Full-Time	18.86	18.07
Part-Time	24.71	24.69

Table 3

Marital Status of First-Time Students

Group	Single	Married	Other
All Respondents	54%	41%	5%
Male	56	41	3
Female	52	41	8
White	54	41	5
Black	56	37	7
Other	51	43	6
Occupational-Tech.	70	27	3
Transfer	78	20	2
Developmental	70	26	4
Unclassified	43	50	7
Full-Time	77	20	3
Part-Time	39	54	7

Table 4

Military Status of First-Time Men Students

	Percentage			
Group	Veteran-GI Benefits	Veteran-No Benefits	Active Duty	Non-Veteran
All Respondents	27%	6%	9%	58%
White	26	6	8	60
Black	44	4	7	45
Other	22	5	15	58
Occupational-Tech.	28	4	3	65
Transfer	16	2	8	74
Developmental	32	2	3	63
Unclassified	29	8	11	52
Full-Time	24	2	5	69
Part-Time	30	10	10	50

Table 5

Home Area of First-Time Students

Group	City-25,000 Up	Town-Suburb	Farm-Village
All Respondents	38%	46%	16%
Male	40	44	16
Female	36	49	16
White	37	47	16
Black	44	39	16
Other	52	39	9
Occupational-Tech.	30	47	22
Transfer	36	44	20
Developmental	41	47	12
Unclassified	41	45	14
Full-Time	36	47	17
Part-Time	40	45	15

Table 6

Distance From Home to College

Group	Up To 10 Miles	11-20 Miles	21-30 Miles	Over 30 Miles
All Respondents	57%	22%	12%	9%
Male	56	23	12	9
Female	59	22	11	8
White	56	23	12	9
Black	60	20	11	9
Other	69	21	7	3
Occupational-Tech.	49	22	16	13
Transfer	49	26	15	10
Developmental	61	22	9	8
Unclassified	61	22	10	7
Full-Time	52	24	14	10
Part-Time	62	21	10	7

Table 7

High School Curriculum of First-Time Students

Group	General	Vocational	College Prep.	GED	None
All Respondents	41%	7%	43%	7%	3%
Male	43	5	39	10	4
Female	38	9	47	4	3
White	40	6	45	7	3
Black	46	11	29	9	5
Other	44	6	38	8	4
Occupational-Tech.	44	10	37	6	3
Transfer	33	3	60	4	1
Developmental	53	7	26	10	3
Unclassified	40	6	43	7	4
Full-Time	41	7	44	7	2
Part-Time	40	7	42	7	4

Table 8

High School Class Standing of First-Time Students

Group	Top 10 Percent	11-25 Percent	26-50 Percent	Lower Half
All Respondents	14%	20%	48%	18%
Male	9	18	49	24
Female	19	23	47	12
White	14	20	48	18
Black	9	20	52	19
Other	22	20	43	15
Occupational-Tech.	10	20	52	17
Transfer	14	25	46	16
Developmental	4	10	51	35
Unclassified	17	21	46	17
Full-Time	10	20	50	20
Part-Time	18	21	46	15

TABLE 9

PARENTS' EDUCATION

Groups	Under 8 Years		Completed 8th Grade		Attended High School		High School Graduate		Attended College		4-Year College Graduate		Master's or Higher	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
All Respondents	16%	9%	10%	8%	15%	17%	27%	39%	14%	16%	11%	8%	7%	2%
Male	17	10	10	8	15	17	28	40	13	15	10	8	7	2
Female	15	9	10	9	15	17	26	37	15	18	11	8	8	2
White	14	8	10	8	14	16	28	40	15	17	11	9	8	2
Black	31	17	13	13	23	28	22	29	7	8	3	3	1	2
Other	13	14	10	9	12	15	25	35	14	14	15	9	11	3
Occupational-Technical	21	12	11	9	17	19	28	40	12	13	8	6	4	1
Transfer	13	7	7	6	14	15	29	42	16	19	13	9	8	2
Developmental	18	12	9	7	12	18	27	41	12	14	9	6	6	2
Unclassified	15	9	11	9	15	17	27	38	14	17	11	9	8	2
Full-Time	15	9	8	7	15	16	28	41	15	17	12	8	8	2
Part-Time	17	10	11	10	15	17	27	37	13	16	10	8	7	2

TABLE 10

PARENTS' OCCUPATION

Group	Professional		Proprietor		Managerial, Clerical, Sales		Semi-Prof, Tech, Skilled, Semi-skilled, Unskilled		Homemaker		Unemployed or Unknown	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
All Respondents	17%	7%	14%	4%	18%	18%	48%	17%	-	51%	3%	3%
Male	16	7	13	3	18	17	50	18	-	52	3	4
Female	18	8	16	4	18	19	45	18	-	49	3	2
White	19	8	14	3	19	19	46	16	-	51	2	3
Black	5	4	8	2	6	6	71	34	-	47	10	7
Other	23	9	18	5	16	15	39	14	-	54	4	3
Occupational-Tech.	12	5	13	3	17	16	55	22	-	50	3	4
Transfer	20	8	13	2	21	19	43	19	-	49	3	3
Developmental	16	6	11	2	16	17	52	22	-	48	5	5
Unclassified	18	8	16	4	18	18	45	16	-	51	3	3
Full-Time	19	7	12	2	19	18	46	20	-	49	4	4
Part-Time	16	8	15	4	18	18	48	16	-	51	3	3

Table II

Parents' Income
(For Single Students and Those Under 25 Years of Age)

Group	Under $6,000	$6,000-$7,499	$7,500-$8,999	$9,000-$11,999	$12,000-$14,999	$15,000-$17,999	$18,000 Or Over	Median
All Respondents	13%	7%	8%	17%	17%	11%	27%	$12,937
Male	11	7	7	18	17	11	29	13,341
Female	15	7	8	17	16	10	26	12,404
White	8	6	7	18	18	12	31	13,758
Black	44	15	12	14	8	4	3	6,582
Other	9	10	5	20	21	6	29	12,861
Occupational-Tech.	18	8	9	21	17	9	18	11,148
Transfer	11	7	8	19	17	11	27	12,885
Developmental	17	8	9	18	16	10	22	11,621
Unclassified	8	6	6	15	17	12	36	14,616
Full-Time	15	7	8	18	16	10	26	12,399
Part-Time	9	7	7	16	17	13	31	13,833

Table 12

Median Incomes by Community College, 1973-74

College	Parental Income	Student Income
Northern Virginia	$18,185	$14,601
Tidewater	13,477	11,083
Piedmont Virginia	12,608	11,554
Germanna	12,555	13,937
Blue Ridge	12,535	11,290
Virginia Western	12,306	11,802
John Tyler	12,282	12,687
Lord Fairfax	12,096	12,942
Thomas Nelson	12,017	10,754
Patrick Henry	11,874	12,356
J. Sargeant Reynolds	11,558	11,593
Rappahannock	11,416	12,683
Central Virginia	11,218	11,666
New River	10,417	10,693
D. S. Lancaster	10,351	11,163
Southwest Virginia	9,895	10,499
Wytheville	9,749	9,449
Paul D. Camp	9,730	11,249
Danville	9,553	10,285
Virginia Highlands	9,028	10,883
Southside Virginia	8,520	9,872
Eastern Shore	8,249	8,399
Mountain Empire	7,657	10,190
VCCS	12,937	12,020
Excluding Northern Virginia Community College	11,326	12,709

Table 13

Students' Income
(For Married Students and Single Students Over 25 Years of Age)

Group	Under $6,000	$6,000-$7,499	$7,500-$8,999	$,9000-$11,999	$12,000-$14,999	$15,000-$17,999	$18,000 Or Over	Median
All Respondents	10%	7%	11%	22%	18%	12%	20%	$12,020
Male	9	8	12	25	20	12	15	11,560
Female	10	7	9	19	16	12	26	12,691
White	8	7	10	22	19	12	22	12,362
Black	20	12	13	21	15	10	9	9,657
Other	8	7	12	21	18	13	21	12,449
Occupational-Tech.	17	9	16	25	17	8	8	9,977
Transfer	16	8	14	28	15	8	11	10,258
Developmental	21	11	15	21	17	7	8	9,463
Unclassified	7	7	10	21	19	13	23	12,745
Full-Time	22	12	16	24	12	7	7	9,006
Part-Time	7	7	10	21	19	13	23	12,782

Table 14

Major Goal at Community College

Group	Prep. For Spec. Job	Prep. For Career Field	General Prep. For Employ.	Transfer To 4-Yr. College	General Knowledge And Education	Personal Satis-faction	Other
All Respondents	16%	24%	4%	26%	20%	7%	3%
Male	17	21	4	30	20	5	3
Female	15	26	4	21	19	9	4
White	15	22	4	27	21	7	4
Black	22	33	6	19	15	3	2
Other	14	21	3	30	22	7	3
Occupational-Tech.	26	46	6	10	9	2	1
Transfer	4	9	3	73	8	2	1
Developmental	14	29	4	41	10	1	1
Unclassified	16	19	4	20	26	10	5
Full-Time	15	30	5	41	7	1	1
Part-Time	17	19	4	16	28	11	5

Table 15

Chance of Achieving Goal

Group	Very High	High	About Half	Low	Very Low
All Respondents	44%	44%	11%	--	--
Male	46	43	11	1	--
Female	42	46	12	--	--
White	46	44	10	--	--
Black	30	49	20	1	--
Other	48	41	11	--	--
Occupational-Tech.	39	49	12	--	--
Transfer	42	46	11	1	--
Developmental	31	50	19	1	--
Unclassified	48	42	10	1	--
Full-Time	39	47	13	1	--
Part-Time	47	42	10	--	--

Table 16

Degree Level Desired

Group	None	Certi-ficate	Diploma	AAS	AA or AS	Bachelor Degree	Beyond 4 Yr. Degree
All Respondents	20%	12%	7%	19%	8%	22%	12%
Male	16	11	9	19	7	24	14
Female	24	13	6	18	8	20	10
White	21	11	7	18	8	23	12
Black	9	21	12	22	8	18	8
Other	19	10	5	16	7	22	21
Occupational-Tech.	4	19	13	42	6	12	4
Transfer	4	2	5	7	13	46	23
Developmental	4	8	13	25	10	28	12
Unclassified	30	13	6	13	7	19	12
Full-Time	4	9	11	25	9	28	14
Part-Time	30	14	6	14	7	18	11

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 21 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGES